

# APPENDIX



# ENGLISH-LANGUAGE ARTS PRACTICE TEST

IN THIS APPENDIX YOU WILL FIND A PRACTICE TEST USING  
RELEASED CAHSEE QUESTIONS TO HELP YOU PREPARE FOR  
THE CAHSEE. ANSWER ALL THE QUESTIONS IN THE  
PRACTICE TEST AND THEN CHECK THEM USING THE ANSWER  
KEY PROVIDED IN THE BACK.



## California High School Exit Examination

**PRACTICE TEST**

Read the following passage and answer questions 1 through 9.

## A Day Away

By Maya Angelou

Most people today know Maya Angelou as one of America's most important poets. One of her stories, "Georgia, Georgia," was the first story by an African-American woman to be made into a television movie. Angelou also wrote the screenplay for the movie *All Day Long* and even directed it. The variety, quality, and passion of her work continue to inspire people today.



We often think that our affairs, great or small, must be tended continuously and in detail, or our world will disintegrate, and we will lose our places in the universe. That is not true, or if it is true, then our situations were so temporary that they would have collapsed anyway.

Once a year or so I give myself a day away. On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness. I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone. I turn the radio dial to an all-music station, preferably one which plays the soothing golden oldies. I sit for at least an hour in a very hot tub; then I lay out my clothes in preparation for my morning escape, and knowing that nothing will disturb me, I sleep the sleep of the just.

On the morning I wake naturally, for I will have set no clock, nor informed my body timepiece when it should alarm. I dress in comfortable shoes and casual clothes and leave my house going no place. If I am living in a city, I wander streets, window-shop, or gaze at buildings. I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses. I stay in no place for very long.

On the getaway day I try for amnesia. I do not want to know my name, where I live, or how many dire responsibilities rest on my shoulders. I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.

Every person needs to take one day away. A day in which one consciously separates the past from the future. Jobs, family, employers, and friends can exist one day without any one of us, and if our egos permit us to confess, they could exist eternally in our absence.

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Each person deserves a day away in which no problems are confronted, no solutions searched for. Each of us needs to withdraw from the cares which will not withdraw from us. We need hours of aimless wandering or spaces of time sitting on park benches, observing the mysterious world of ants and the canopy of treetops.

If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.

When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

A day away acts as a spring tonic. It can dispel rancor, transform indecision, and renew the spirit.

From *WOULDN'T TAKE NOTHING FOR MY JOURNEY NOW* by Maya Angelou, copyright © 1993 by Maya Angelou. Used by permission of Random House, Inc.

64B

1.    **What is the narrator’s main purpose in this passage?**

A    to entertain readers with a story of an unusual day

B    to inform readers how to organize a day away from home

C    to persuade readers to take some time for themselves

D    to describe to readers what it is like to rediscover a city

L164B007

2.    **Which sentence below is an example of a simile?**

A    I will have set no clock . . .

B    I do not want to know my name . . .

C    We need hours of aimless wandering . . .

D    A day away acts as a spring tonic.

L164B013

3.    **The words *casual*, *wander*, and *gaze* in paragraph 3 suggest a feeling of—**

A    determination.

B    solitude.

C    bewilderment.

D    relaxation.

L164B006

4.    **The narrator *MOST* likely laid out her clothes the night before her day away so that she—**

A    wouldn’t forget what she wanted to wear.

B    wouldn’t have to make a decision in the morning.

C    would be able to sleep late in the morning.

D    would be as stylishly dressed as possible.

L164B010

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5. Which **BEST** describes the narrator's tone in the second half of the passage?

A persuasive  
B humorous  
C sarcastic  
D frustrated

L164B016

6. Which sentence from the passage is an example of figurative language?

A Once a year or so I give myself a day away.  
B On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness.  
C I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses.  
D It can dispel rancor, transform indecision, and renew the spirit.

L164B014

7. In which sentence from the passage does the narrator acknowledge those who disagree with her main argument?

A I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone.  
B I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.  
C If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.  
D When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

L164B015

8. Which statement from the passage **BEST** describes the narrator's motivation for "a day away"?

A . . . we will lose our places in the universe.  
B . . . I sleep the sleep of the just.  
C . . . I want to forget for a while.  
D . . . friends can exist one day without any one of us.

L164B009

9. Which of the following is the main theme of the passage?

A Self-energizing oneself is necessary.  
B Time is of the essence.  
C Problems will solve themselves.  
D A single decision has many consequences.

L164B011

**PRACTICE TEST**

The following article explains how the brain functions. Read the article and answer questions 10 through 12.

## A Brain Divided

Human beings have only one stomach, one heart, and one brain . . . right? Not exactly. The cerebral cortex, the most advanced part of the brain, might be thought of as two structures, connected by a band of fibers called the corpus callosum. Each structure, or hemisphere, performs different tasks and is responsible for different functions.

The right side of the body is controlled by the left hemisphere of the cortex, and vice versa. Thus, the hand movements of right-handed people are controlled by the left hemisphere and those of left-handed people by the right hemisphere. Similarly, everything perceived on the right is processed by the left hemisphere. Whatever is received in one hemisphere is quickly transmitted to the other across the corpus callosum. Thus, we see a single visual world rather than two half-worlds.

The two hemispheres not only control opposite sides of the body, but also seem to differ in function. The left hemisphere is apparently responsible for language and logical thought. The right hemisphere seems to be concerned more with spatial relations, perception, and fantasy.

How do scientists know all this? In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed

through surgery. This operation, sometimes performed on patients with severe epilepsy, prevents seizures from traveling across both hemispheres. It also produces a split brain, with each hemisphere functioning more or less independently.

In the everyday world, people with split brains function with little difficulty. This is because full communication between the two parts of the brain is not necessary in most processes. For instance, split-brain subjects can see what a normal person does by moving their eyes so that both hemispheres perceive an image. In some situations, however, the effects of split-brain surgery can be quite dramatic.

In one experiment, researcher Roger Sperry (who won a Nobel Prize for his work) flashed the word “heart” across the center of a screen. The “he” was shown to the left part of the visual field, the “art” to the right. When asked to say what they had seen, the subjects answered, “art.” This is because speech is controlled by the left hemisphere, where the “art” was processed. However, when they were told to point with the left hand to one of the two cards—“he” or “art”—to identify what they had just seen, the subjects always chose the card with “he.” In this case, the right hemisphere—which controls the left side of the body—prevailed.



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It would be a mistake to assume that all language involves only the left hemisphere or that all spatial relations engage only the right. When a brain is damaged on one side, as in the case of a brain stroke, the other side frequently takes over and does its work. Neither hemisphere has exclusive control over any one task.

“A Brain Divided” from *Psychology: Its Principles and Application*, Eighth Edition, by T.L. Engle and Louis Snellgrove, copyright © 1984 by Harcourt, Inc. Reprinted by permission of the publisher.

011

**10. Read this sentence from the selection.**

In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed through surgery.

**What is the meaning of *severed* in this sentence?**

- A healed
- B split
- C examined
- D stretched

L0011005

**11. Which of the following best illustrates the function of the corpus callosum?**

- A a satellite dish designed to receive directed signals
- B a fiber-optic cable used to connect telephone networks
- C a computer disk used to store condensed information
- D a spark plug designed to ignite the fuel in a combustion engine

L0011002

**12. Which of the following BEST summarizes the information in the article?**

- A The brain, even when damaged, can recover if the other side takes over.
- B Though the right brain controls the left side of the body, it is also capable of dominating the left brain.
- C The brain consists of two hemispheres which, though connected, serve different purposes.
- D The effects of split-brain surgery can be dramatic, though not tragic.

L0011004

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The following is a selection from an employee manual explaining the job description of working at a video rental store. Read the article and answer questions 13 through 15.



Main Street Movies  
Employee Manual:  
Organizing Videos



In order to help customers find what they want quickly and to keep track of inventory, it's important to keep the thousands of titles in the Main Street Movies store organized properly. This section of the *Employee Manual* will tell you how to organize videos so that customers will always be able to find them. It will also help you familiarize yourself with the store layout, so that you can help a customer find a particular film or a particular genre of film.

Each Main Street Movies store has three main sections:

- 1. New Releases Wall
- 2. Film Library
- 3. Video Games

**New Releases Wall.** Almost 70 percent of movie rentals are new releases, and that is the first place that most customers go when they enter the store. The center

section of shelves on this wall holds **Hottest Hits**. When new titles come into the store (about 40 per month), place them on this wall in alphabetical order.

After 30 days, move the Hottest Hits titles to the shelves on either side, again in alphabetical order. The shelves flanking Hottest Hits are called **Recent Releases**. Titles stay on the Recent Releases shelves eight to ten months before being moved to Film Library shelves. The New Releases Wall, including the Hottest Hits and Recent Releases shelves, holds about 350 titles.

**Film Library.** The thousands of titles in the Film Library are organized into categories (genres). The films within each category are displayed alphabetically. Here are the categories and their two-letter computer codes:

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AC	Action	FA	Family	SC	Science Fiction
CH	Children	FL	Foreign Language*	SI	Special Interest
CL	Classics	FO	Foreign	WE	Western
CO	Comedy	HO	Horror		
DR	Drama	MU	Music		

\*Foreign Language titles include films that were originally made in a foreign language, films that have been dubbed into a foreign language, and films with foreign language subtitles. A sticker on the back of each box specifies which type of film it is.

Special Interest includes these sub-categories:

AN	Animation	IN	Instruction	SP	Sports
DO	Documentaries	RE	Religion	TR	Travel
EX	Exercise				

**Video Games.** Main Street Movies carries games for Super Nintendo, Sony Play Station, and Nintendo 64 game systems. Games for all three systems are arranged together, in alphabetical order.

Although video games represent only a small percentage of our inventory, they are shoplifted more often than any other type of merchandise in our store. Therefore, video games are *never* displayed on the shelves. Shelves in the Video Game section of Main

Street Movies hold cardboard plaques with pictures and information about each game. When a customer wants to rent a particular game, he or she will bring you the plaque. You then retrieve the game from the locked case behind the counter, rent it to the customer, and file the cardboard plaque in the “Video Game Rentals” box. When the game is returned, put the plaque back on the appropriate shelf so that it is available for another customer.

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**13. What is the order in which new movies are moved through the store?**

- A**   from Hottest Hits to Film Library to Recent Releases
- B**   from Film Library to Hottest Hits to Recent Releases
- C**   from Hottest Hits to Recent Releases to Film Library
- D**   from Recent Releases to Film Library to Hottest Hits

L0077001

**14. Which of the following is NOT a subcategory of Special Interest?**

- A**   animation
- B**   exercise
- C**   religion
- D**   western

L0077002

**15. A customer wants to know if a Foreign Language video has subtitles. Based upon the manual, what is the best way to find this information?**

- A**   Look at the back of the box.
- B**   Check the computer.
- C**   Ask an employee.
- D**   Watch a few minutes of the film.

L0077004

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The following articles discuss the opposite viewpoints of using vitamin supplements. Read both articles and answer questions 16 through 20.

## Pro and Con on Vitamin Supplements

### Pro: The Key to a Long and Healthy Life



No medical breakthrough means so much, to so many people, as the discovery of the role of nutrition in human health and longevity. Numerous scientific studies have shown that specific nutrients hold the key to a strong heart and cardiovascular system, a healthy immune system, a normal nervous system, and more. They can help prevent cancer, loss of memory and vision, physical and mental defects in newborns, and degeneration of health in seniors. Vitamins and minerals are essential to the healthy function of every system within our bodies; without them we would not have the energy to perform even the simplest daily task. Perhaps the most important part of any healthy diet, therefore, is a nutritional supplement. The simple “vitamin”—a comprehensive formula of high-quality, high-potency vitamins and minerals—is a sure source of nutrition that

can lead to better health, a longer life, and a better quality of life for years to come.

Those who recommend against a daily supplement, relying on a balanced diet instead, are unrealistic and uninformed. Few people consume the right amounts or types of foods to meet the recommended daily intake of vitamins and minerals. To get a full day’s supply of calcium, for example, you’d have to consume 1 cup of milk, PLUS 1 cup of chopped broccoli, PLUS one cup of navy beans, PLUS one cup of plain yogurt, PLUS four ounces of canned pink salmon.

The U.S. Department of Agriculture’s (USDA’s) Food Guide Pyramid recommends eating 2-3 servings each of meats and dairy products, 2-4 servings of fruits, 3-5 servings of vegetables, and 6-11 servings of breads, cereals, rice, and other grains every day. Most people don’t meet those guidelines. Some groups in particular, such as senior citizens, find it hard to squeeze that many servings into their daily diets. In a special food guide pyramid modified to address the needs of older Americans, the Tufts University USDA Human Nutrition Research Center specifically recommends supplements of calcium, vitamin D, and vitamin B12—

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vitamins many older adults find difficult to get in adequate amounts from food alone.

Even people who get the recommended number of servings may not get the nutrition they expect. In this world of fast and processed food, little nutritive value is left in the food we eat. On top of that, many essential nutrients, such as vitamin C and the energy-producing B vitamins, are water-soluble. Because they are not stored in the body, adequate amounts must be consumed every single day. A supplement is like nutritional insurance. It fills the nutritional gap between the foods you eat and the amount you need. But even if you could meet the recommended daily values for every nutrient every day,

would that be enough for vibrant good health? Probably not. Scientific studies show that some vitamins and minerals can fight the aging process and strengthen your immune system—but only at levels far higher than the recommended daily value. Only through supplementation can you regularly and reliably get the high potencies needed for optimal good health.

Today, good nutrition is as close as the grocery store shelf. Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

078

**Con: Danger in Disguise**

Today, we know that the role of vitamins and minerals goes well beyond the prevention of deficiency diseases, such as scurvy, to actually preventing cancer and heart disease, the most fearsome and ferocious killers of our time. With this knowledge has come the widespread call for nutritional supplementation—and a confusing array

of vitamin, mineral, and herbal supplements lining the supermarket shelves.

Far from contributing to better health, however, nutritional supplements threaten to turn a scientific breakthrough into a nutritional disaster.

Promoters of vitamins and minerals—especially the antioxidant vitamins A, C, and E—would have consumers believe that the little vitamin pill in the bottle is all they need for good health. Take your vitamins in the morning, and you're covered. It's okay to eat fast food for the rest of the day or skip meals to achieve today's fashionably skinny look. But vitamins and minerals are only one part of the nutritional puzzle. A diet rich in fiber and balanced in carbohydrates and

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protein is essential for good health. You can't get these things from a nutritional supplement. The focus on vitamin and mineral supplements may actually be robbing us of the full nutrition we seek.

And no supplement can compare to the quality of nutrition found in natural sources. For example, our bodies convert carotenes from plant foods into vitamin A. Many supplements contain a single carotene, beta-carotene. Natural sources are rich in many different carotenes, many of which are much more potent antioxidants than beta-carotene. Many supplements contain a synthetic form of vitamin E, when natural vitamin E is more readily absorbed and used by the body. And science is still discovering the wealth of nutrients in foods, including oligomeric proanthocyanidins (OPCs) found in grapes. These antioxidants are up to 50 times more powerful than vitamin E and are efficiently used by the body.

You'd be hard-pressed to find a supplement as nutritionally comprehensive and potent as a balanced diet. Even if you could, you'd pay much more than if you got the same nutritional value from natural sources.

But perhaps the greatest danger presented by nutritional supplements comes from the very real risks presented by self-medication. Anyone can walk into the market and buy as many different supplements as desired. The reported benefits of high dosages of certain nutrients have led some people to believe that the more the better. Many take several vitamin and mineral supplements

without regard to total intake or possible interactions.

High-dose supplements of vitamin A can cause toxicity, leading to bone fractures, joint pain, liver failure, and other significant symptoms. Excess vitamin D can result in kidney damage. Too much vitamin K can interfere with anti-clotting medications. Because these fat-soluble vitamins can be stored in the body, where excess amounts can build up to dangerous levels, experts recommend supplementation only with a doctor's supervision.

Surprising new research suggests that vitamin C pills may speed up hardening of the arteries, the underlying cause of heart attacks and strokes. Researchers said their findings support the recommendations of health organizations, which urge people to avoid high doses of supplements and to get their nutrients from food instead.

As appealing as they're made to sound, nutritional supplements are danger in disguise. If you're looking for good health, don't look on the supplement shelves of your supermarket. Look in the produce section instead.

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16. Read this sentence from the first article.

A supplement is like nutritional insurance.

**What does the author mean by comparing the use of supplements to insurance?**

- A Like nutritional supplements, insurance is necessary in order to maintain good health.
- B Having insurance and using supplements will keep bad health away.
- C Both insurance and vitamins are important in curing health problems.
- D Like insurance, the nutritional value of supplements will be available when you need it.

L0078005

17. Read this sentence from the first article.

Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

**What does the sentence mean?**

- A Helping others means encouraging them to take vitamins and minerals.
- B A large helping of vitamins and minerals is necessary for good health.
- C Taking vitamins and minerals is one way that people may help themselves.
- D Taking vitamins and minerals regularly will have a positive effect on a person's health.

L0078002

18. Instead of depending heavily on vitamin supplements, the author of the second article encourages readers to—

- A eat fruits and vegetables.
- B begin an exercise program.
- C skip meals when necessary.
- D limit the intake of protein.

L0078010

19. What information supports the idea that vitamin supplements are potentially dangerous?

- A Supplements are usually available in powder, tablet, and liquid form.
- B People might accidentally take supplements that interfere with medications.
- C Supplements may play a large role in disease prevention.
- D People tend to be too cautious when using supplements.

L0078009

20. Based on the second article, which of these statements is true?

- A Vitamin supplements provide adequate carotenes for the human body.
- B A mineral supplement may be as full of nutrients as a balanced diet.
- C Vitamin supplements are less valuable than eating a variety of healthy foods.
- D A surplus of vitamin supplements can be beneficial to some people.

L0078008



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Read the following poem and answer questions 21 through 24.

*I've Watched . . .*

I've watched the white clouds pantomime  
The inner workings of my mind,  
Where thought and feeling paint a scene  
As if the blue sky were a dream.



5 I've watched the snow-bogged trees bend down  
And shake their coats upon the ground  
In order that they may reclaim  
A straighter truth from whence they came.

I've watched the congress of the geese  
10 Assemble in a perfect V  
In order that they may keep sight  
Of one another's path of flight.

I've watched the flood tide turn its head  
And slack before the coming ebb  
15 Without want or predilection  
Waiting for the moon's direction.

I've watched the ocean lashed by wind,  
Make a fool of the fishermen,  
Who thought their knowledge of the sea  
20 Ensured them some security.

But all this watching, knows not much,  
For what are wind and sea and such,  
The V of geese, the bent-down tree,  
If nothing more than mystery?

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21. Which phrase BEST represents the organization of the poem?

A 5 stanzas about nature and 1 about people  
B 5 stanzas of observation and 1 of conclusion  
C 1 stanza of introduction and 5 of explanation  
D 1 stanza about poetry and 5 about nature

L104A007

I've watched the ocean lashed by wind,

22. In this line from the poem, the word *lashed* suggests that the ocean is being—

A soothed.  
B troubled.  
C sailed.  
D whipped.

L104A005

23. According to lines 17 – 20, the fishermen's knowledge of the sea—

A reflects their love of natural elements.  
B helps them navigate more effectively.  
C is greater than their knowledge of the weather.  
D does not guarantee them safety.

L104A009

24. What is the theme of the poem?

A Clouds can be a reflection of our thoughts.  
B Geese assemble in the shape of a V to navigate properly.  
C Nature remains a mystery, regardless of our observations.  
D Trees often bend beneath the weight of the snow.

L104A002

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The following is a rough draft of an essay discussing how opposite sides of the writer's brain might influence her personality and behavior. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 25 through 26.

## My Brain

Sometimes I think I am probably more right-brained, but other times I feel more left-brained. I love to play music and I especially like to make it up as I go along. For anybody else to hear my music, they might think it sounds like noise. My brother, for one, always complains about it. (1)

I also like to write poetry. It is a way for me to put down on paper how I am really feeling. I write things in my poetry I would probably never tell anyone else. I am also pretty good at giving prepared speeches in my English class. Because I really like to do these kinds of things, I feel that I must be right-brained.

But there are other times I am not so sure about it. For example, I am really pretty good at math and other things that require me to be logical. I also think I am pretty good at writing essays about technical things, like explaining how things work. And I'm good at remembering things too. (2)

Though I guess I prefer right-brained activities and can do them more easily, I can do left-brained things pretty well if I have to. I like doing math problems. So I am not sure what that makes me!

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25. Which of the following sentences does NOT fit well in the paragraph in which it is found?

- A “I love to play music and I especially like to make it up as I go along.” (first paragraph)
- B “I also like to write poetry.” (second paragraph)
- C “I like doing math problems.” (fourth paragraph)
- D “For example, I am really pretty good at math and other things that require me to be logical.” (third paragraph)

L0012003

26. What is the BEST way to combine the underlined sentences labeled 2?

- A I am good at writing technical essays explaining how things work, and I also have a good memory.
- B Writing technical essays, I am good at explaining how things work and have a good memory.
- C I am good at explaining how things work by writing technical essays and remembering things too.
- D Explaining how things work and technical things are things I am good at writing essays about, and I have a good memory.

L0012002

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**PRACTICE TEST**

The following is a rough draft of an article suggesting that water may have flowed (or does flow) on the planet Mars. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to numbered sentences or phrases within the text. Read the article and answer question 27.

## Water on Mars

(1) For a long time, people have considered the possibility that life may have once existed (or may still exist) on the planet Mars. (2) In 1910, Percival Lowell wrote a book suggesting that a large system of "canals" was built on Mars by a civilization that has since disappeared. (3) The "canals" were grooves on the planet's surface which Lowell saw through a telescope he believed had been built by Martians. (4) We now know that Lowell was wrong—there is no evidence of construction on Mars. (5) However, recent photos from the Mars Orbiter Camera suggest that, until very recently, liquid water flowed on the surface of the planet. (6) And some scientists believe that liquid water might still be found beneath the planet's surface. (7) Why is this important? (8) Well, scientists think that water is necessary for life to develop. (9) If there was (or is) water on Mars, it's quite possible that the planet may have supported life at some point during its history. (10) And if there was once life on Mars, the odds that there is life elsewhere in the Universe become much greater. (11) Scientists warn that it's too early to tell for sure, but maybe we Earthlings are not alone after all.

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27. What is the correct way to express the ideas in the sentence labeled 3?
- A When the “canals” were observed by Lowell, he believed that they had been built by Martians through his telescope.
  - B The “canals” were grooves on the planet’s surface that, when observed by Lowell, appeared to have been built by Martians.
  - C Through a telescope, Martians were those who Lowell believed had built the “canals.”
  - D Leave as is.

L0155005

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For questions 28 to 31, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose "Leave as is."

28. Responsibilities of the job include greeting customers, escorting them to a table, and offering beverages.
- A greeting customers, escort them to a table and offer a beverage.
- B to greet customers, escorting them to tables and offering a beverage.
- C to greet customers, escorting them to a table, and to offer a beverage.
- D Leave as is.
29. If Mark will have made fewer errors, he will have passed his driving test.
- A If Mark would have made fewer errors, he would have passed his driving test.
- B If Mark had made fewer errors, he would have passed his driving test.
- C If Mark would of made fewer errors, he would have passed his driving test.
- D Leave as is.

L00SA041

L00SA037

30. When the money was stolen by the bandits, the owner of the store felt betrayed.
- A When the bandits stole the money, the owner
- B The money was stolen by the bandits. The owner
- C By the bandits the money was stolen. The owner
- D Leave as is.
31. The poetry of Langston Hughes combining the idioms of African-American speech and the rhythms of the blues.
- A The poetry of Langston Hughes will combine
- B The poetry of Langston Hughes combines
- C Langston Hughes' poetry combining
- D Leave as is.

L00SA026

L00SA012

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For questions 32 to 34 choose the word or phrase that best completes the sentence.

32. “We should \_\_\_\_\_ without the captain,” the coach said impatiently.

A proceeds  
B precede  
C precedent  
D proceed

L00SA020

33. “Which of the three Olympic runners is the \_\_\_\_\_?” the spectator asked the judge.

A more fast  
B fastest  
C most fastest  
D most faster

L00SA023

34. The legendary goddess was the \_\_\_\_\_ of all the Greek deities.

A beautifulest  
B more beautiful  
C most beautiful  
D most beautifying

L00SA022



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**PRACTICE TEST**

The following story describes a young boy's heroic actions to help his injured brother. Read the story and complete Writing Task 1.



## The Hiking Trip

"I never wanted to come on this stupid old hiking trip anyway!" His voice echoed, shrill and panicked, across the narrow canyon. His father stopped, chest heaving with the effort of the climb, and turned to look at the boy.

"This is hard on you, son, I know. But you've got to come through with courage and a level head."

"But I'm scared! I don't even want to have courage!" he retorted. He jerked his head the other way and wiped his eyes across his arm.

"If not courage, fine," his father replied sternly. "Then have enough love for your brother to think this through!" He pulled a bandana from his back pocket and tied it around his neck. Then he gently placed his hand on the boy's shoulder and continued, more softly this time. "Now, I don't know if I can make it without stopping every so often. And we just don't have the time to stop. You're young, but you're strong and fast. Do you remember the way back from here to the road, if you had to go alone?"

Jeff flashed back to the agonizing scene of his seventeen-year-old brother at their campsite that

morning. He'd been bitten by a snake yesterday during a rough hike through very rocky terrain. By the time they returned to their tents, he was limping badly. Then this morning he couldn't put on his boots, and the pain seemed to be getting worse. He needed medical attention right away, so leaving him there was their only choice.

"Jeffrey? Jeffrey, could you do it? Could you make it to the road without me if you had to?"

Jeff blinked and looked past his father's eyes to the end of the canyon, several miles away. He nodded slowly as the path and the plan began to take hold in his mind.

"What was the name of that little town we stopped in to get matches, Dad?"

His father smiled and replied, "Flint. After we left Flint, we parked at the side of the road a few miles out of town. When you see which way our car is facing, you'll know that the town is back the other direction." Jeff thought about this and then nodded. They both drank water and then continued scrambling over the rocks.

Nothing was as pretty as it had seemed when they first hiked this way to their campsite. Before, the boulders

## California High School Exit Examination

**PRACTICE TEST**

and rocks had been an interesting challenge. Now, they were obstacles that threatened their footing and their velocity. Overhanging limbs had earlier been natural curiosities in the cliffs. But now they were nature's weapons, slapping and scratching the boy and the man who crashed by and pushed through as quickly as they could.

Stone by stone, they made their way up the canyon. Jeff's father grew smaller and smaller in the distance. "He must be stopping a lot," Jeff thought. He waved to him from a bend in the canyon wall. His father waved back. Jeff turned and made the final ascent up an easier slope toward the road and spotted his father's car. He lurched toward it, half stumbling, and leaned on the hood, breathless.

"Can't stop," he thought. "Mark's in big trouble. Gotta keep going." The fast, loud thudding in his ears was deafening, and as he pulled himself upright, he was surprised as a car sped by, heading toward Flint. "Hey, mister!" he shouted, waving both arms. He began to walk, faster and faster until he was jogging. Then he quickly crossed the highway and broke into a full-speed run, holding his left arm straight out, his thumb up.

His chest was burning with every breath when he suddenly heard several loud honks from behind. He turned as the brakes squealed and saw "Bob's Towing & Repair, Flint" right behind him. "Jump in, boy! What's up?" Jeff explained between gasps as the truck picked up speed. The driver reached for his two-way radio as soon as he heard about Mark. "Better get the helicopter in there," he seemed to be shouting into his hand. But

Jeff wasn't sure about that because everything got fuzzy and then went black and quiet.

Hours later, Jeff opened his eyes to find strange surroundings and his father on a chair nearby.

"You're a hero, son," his father said with a smile. "You saved Mark."

"What happened?" Jeff asked through a wide yawn. "Where are we?"

"This is a motel room in Flint. You made it into town and sent the helicopter into the canyon after Mark. I can't tell you how happy I was when I saw it overhead. I'm so proud of you!"

Jeff sat up suddenly. "Where's Mark? Is he OK?"

"They airlifted him out and got him to the hospital. His leg's still in bad shape, but he's going to be just fine in a couple of days. Thanks to you, son."

Jeff's worried face relaxed as his father spoke. "How about you, Dad? How did you get out?"

"Well, I finally hiked myself out of that canyon and to the road. I won't be going back there any time soon. That's for sure. Anyway, I couldn't see the car, and as I headed for Flint I got lucky and was able to hitch a ride from a fellow named Bob in a tow truck."

Jeff laughed out loud. "I guess Bob makes a good living going up and down that road. I hope you gave him a good tip, Dad!"

## California High School Exit Examination

***PRACTICE TEST*****REMINDER**

- Write your response to the writing prompt below.
- You may give your writing a title if you would like, but it is not necessary.
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- You may either print or write in cursive.
- Write clearly! Any erasures or strike-throughs should be as clean as possible.

**Writing Task 1:**

In the story “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialog presented in the story.

Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

**Checklist for Your Writing**

The following checklist will help you do your best work. Make sure you:

- ☐ Carefully read the reading passage and the description of the task.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Use specific details and examples from the passage to demonstrate your understanding of the main ideas and the author’s purpose.
- ☐ Use precise language that is appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

L0157007

**NOTE:** The CAHSEE Response to Literature Scoring Guide for this writing task may be found on page 129.

## California High School Exit Examination

***PRACTICE TEST*****REMINDER**

- Write your response to the writing prompt below.
- You may give your writing a title if you would like, but it is not necessary.
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- You may either print or write in cursive.
- Write clearly! Any erasures or strike-throughs should be as clean as possible.

**Writing Task 2:**

By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.

Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.

**Checklist for Your Writing**

The following checklist will help you do your best work. Make sure you:

- ☐ Read the description of the task carefully.
- ☐ Use specific details and examples to fully support your ideas.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Choose specific words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, and sentence formation.

L0000064

**NOTE:** The CAHSEE Response to Writing Prompt Scoring Guide for this task may be found on page 130.

## California High School Exit Examination

***PRACTICE TEST*****REMINDER**

- Write your response to the writing prompt below.**
- You may give your writing a title if you would like, but it is not necessary.**
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- You may either print or write in cursive.**
- Write clearly! Any erasures or strike-throughs should be as clean as possible.**

**Writing Task 3:**

Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.

Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.

**Checklist for Your Writing**

The following checklist will help you do your best work. Make sure you:

- ☐ **Read the description of the task carefully.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **State your position, support it with specific examples, and address the reader's concerns.**
- ☐ **Use words that are appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

(AP 10.2.4)

L000060

**NOTE:** The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found on page 130.

This is a representative sample of CAHSEE test questions. This is NOT an operational test form. Do NOT attempt to locate a passing score on these test questions. Copyright © 2002 by the California Department of Education.

## California High School Exit Examination

***PRACTICE TEST*****Answer Key**

Item #	Standard	Correct Answer	Item #	Standard	Correct Answer
1	LR 10.3.1	C	18	RC 10.2.8	A
2	LR 10.3.7	D	19	RC 10.2.8	B
3	RC 10.2.5	D	20	RC 10.2.8	C
4	RC 10.2.5	B	21	LR 10.3.10	B
5	LR 10.3.9	A	22	WA 10.1.1	D
6	LR 10.3.7	B	23	LR 10.3.3	D
7	LR 10.3.8	C	24	LR 10.3.5	C
8	RC 8.2.1	C	25	WS 10.1.1	D
9	LR 10.3.5	A	26	WS 10.1.2	A
10	WA 10.1.1	B	27	WC 10.1.2	B
11	RC 10.2.5	B	28	WC 10.1.1	D
12	RC 10.2.4	C	29	WC 10.1.3	B
13	RC 10.2.1	C	30	WS 10.1.2	A
14	RC 10.2.1	D	31	WC 10.1.3	B
15	RC 10.2.1	A	32	WC 10.1.3	D
16	RC 10.2.8	D	33	WC 10.1.3	C
17	WA 10.1.1	D	34	WC 10.1.3	B

The following pages contain a sample response for each possible score point on Writing Tasks 1 and 3. The scoring guides used to evaluate each writing task appear behind the sample responses.

# RELEASED STUDENT RESPONSES AND SCORING GUIDES FOR WRITING TASKS





## California High School Exit Examination

**RESPONSE TO LITERATURE**

The following pages contain a sample student essay for each score point for the “Hiking Trip” writing task on page 113.

## 4

**Score Point 4**  
**Student Response**

**Commentary**

*In the story “The Hiking Trip” Jeff had to hike down a canyon and go get help for his brother Mark. Jeff is courageous and loving, and his true character is revealed by his actions.*

*The author gradually reveals Jeff’s bravery through his actions and his decision to save Mark. At first, Jeff is afraid of hiking down the canyon alone. The father tells Jeff to have courage and Jeff exclaims that he doesn’t want it. The father also tells Jeff to have enough love for his brother to save him. Even though he is afraid and doesn’t want to hike down the canyon, Jeff does it anyways. He does it to try to save his brother. This point in the story shows Jeff’s love for his brother and his determination to save him.*

*This is the turning point in the story. If Jeff had not made the decision to hike down the canyon alone the outcome of the story may be entirely different. Jeff’s bravery, love, and perseverance played an enormous role in this story. Without them he may have never tried or been able to save Mark.*

*This story shows how someone can overcome their own fears to help others. Jeff was an example of unselfishness, bravery, and courage. His character traits caused him to do what was right and they (his character traits) may have been the deciding point of his action and later on the outcomes of his story.*

In this response, the writer addresses all parts of the writing task, which include describing Jeff’s personality and emotions, identifying the way the author reveals Jeff’s personality, and relating Jeff’s personality to the plot. The response also illustrates a comprehensive grasp of the text.

The first paragraph of the response summarizes the main action of the story and states the thesis, that Jeff is courageous and loving and that his “true character is revealed by his actions.”

Next, the writer gives more detail about the main action of the story, using evidence from the text to show how Jeff’s actions reveal his courage and love. Specific references to the text are included (e.g., “the father also tells Jeff to have enough love for his brother to save him”).

In the third paragraph, the writer focuses on the relationship between Jeff’s personality and the plot, identifying the turning point in the story as Jeff’s decision to go for help alone and tying this decision to Jeff’s love and determination: “Without them he may have never tried or been able to save Mark.”

The use of precise language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.

## California High School Exit Examination

**RESPONSE TO LITERATURE**

## 3

Score Point 3  
Student Response

*To understand who Jeff is, you have to realize what he has to go through in the story. In the beginning, Jeff is afraid to hike and doesn't want to have the courage to climb the mountain. After Jeff's dad says, "If not courage, fine. Then have enough love for your brother," Jeff realizes that he has to do it to save his brother's life. He becomes determined to find help. He thinks about how badly his brother needs medical attention.*

*Jeff becomes so determined to get help, he begins to climb faster and faster until he passes up his dad. He says to himself "Can't stop, Mark's in big trouble." This shows how his love for his brother has substituted for the courage that he did want to have. Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark.*

*Hours later after Mark is rescued, Jeff wakes up but doesn't know what had happened. His father tells him that he's a hero and that he saved his brother's life. He had pushed himself to the limits trying to get help for Mark. His love for Mark had given him the will, the determination, and the courage to get over his fear and climb the mountain for help.*

## Commentary

In this response, the writer explicitly or implicitly addresses all parts of the writing task and shows a good grasp of the text.

The first paragraph of the response summarizes the main action of the story and suggests the thesis that is later expressed in the final paragraph—that Jeff has determination, courage, and love. The second paragraph summarizes events in the story to show that the author uses the events to reveal Jeff's character, although this connection is not explicitly stated. The final paragraph sums up Jeff's role in the plot: "His father tells him that he's a hero and that he saved his brother's life." Again, this relationship is not explicitly stated.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a good grasp of the story. Also, it makes specific references to the text (e.g., "Can't stop, Mark's in big trouble"). However, it lacks the purposeful control of organization and explicit statement of ideas that characterize a 4-point paper. The observations about Jeff's personality are structured by the story line rather than directed by the writer. The paper also illustrates an inconsistent sense of audience, as shown by the direct address to the reader in the first and second paragraphs.

There are only a few errors in the conventions of written English within this response, but they do not interfere with the meaning. Overall, this essay is a sample of a 3-point response.

## California High School Exit Examination

**RESPONSE TO LITERATURE**

## 2

Score Point 2  
Student Response

*Jeff, the main character shows much of his personality and emotions. He is an understanding and motivating person. He knows what strength he has but he doesn't know how to use it. Although Jeff has many fears and knows he must overcome them to save his brother. His father knows his sons power, but its Jeff who doesn't realize his own. Jeff doesn't have self confidence of self will. His emotions in the story change. He starts off as a boy who doesn't believe in himself, to a boy who's emotions completely change under the circumstances. He must save his brother in order know if he really has inner power inside of him. This was the test. His personal characteristics add to the event of the story by making it more intense. The more intense the better the story. He adds problem to the story line and a resolution He doubts his own strength but he ends up winning.*

## Commentary

In this response, the writer addresses some parts of the writing task and demonstrates a limited understanding of the main elements of the story. The response begins with three very general statements about Jeff's personality. Then the writer begins to focus on a potential thesis that could be supported by textual evidence: "Although Jeff has many fears and knows he must overcome them to save his brother." This statement also shows the writer's grasp of important ideas within the text. As the response continues, the statement that Jeff must overcome his fears receives additional development with the assertion that Jeff's emotions "completely change under the circumstances." However, these ideas receive no additional development through the use of textual evidence.

The final sentences of the response begin to address the relationship between Jeff's personality and the plot: "His personal characteristics add to the event of the story by making it more intense." One of these sentences uses the vocabulary of plot analysis ("He adds problem to the story line and a resolution") but provides little actual analysis.

The lack of a clear thesis statement and the failure to develop ideas by using evidence from the text are characteristic of a 2-point paper. The response also fails to demonstrate a purposeful control over organization. There is some variety in sentence structure, but there are several errors in the conventions of written English. Overall, this essay is an example of a 2-point response.

## California High School Exit Examination

**RESPONSE TO LITERATURE**

## 1

**Score Point 1  
Student Response**

*This story tells about a boy who has doesn't want to go on a trip with his father and learn more about hiking but then, when he gets their he realizes the important thing that is about hiking. His father was really understanding and motovating, one of the things Jeff new it was important to learn hiking was for what happened to his father the accident he had, he knew it was important cause he know what to do during an accident.*

**Commentary**

This response begins to address the writing task in its opening statement: "This story tells about a boy who has doesn't want to go on a trip with his father." However, there is little understanding of the main elements of the story; the response continues by implying that the primary issue is the value of hiking and that Jeff's father (not his brother) has had an accident.

The failure to demonstrate a grasp of the text, the lack of a main idea, the failure to develop ideas using evidence from the text, and the serious errors in the conventions of written English make this a 1-point response.

## California High School Exit Examination

**RESPONSE TO WRITING PROMPT**

The following pages contain a sample student essay for each score point for Writing Task 3 on page 117.

**4**

**Score Point 4**  
**Student Response**

**Commentary**

*Would you enjoy taking your classes at the city dump? Trash is not beautiful. It is a well-known fact that students learn better when they're in a clean environment. To be more attractive, trash on our school grounds must be picked up. The importance of picking up trash is to beautify our campus and make our school a healthier place to learn.*

*We want our campus to be attractive and clean, right? When rival schools come to compete against us, we don't want them going home criticizing us because of our campus. We don't want our mascot become a rat or a pig in their eyes. We want to keep our campus clean to show that we're not slobs and are educated enough to pick up our own garbage.*

*Who would want to eat lunch inside a dumpster? Or exercise in a gym that smells like rotten eggs and spoiled milk? We need a campus that will make it easier and healthier to learn. Would essays show the student's best if they brainstormed ideas while looking out the window at old food, used band-aids, empty soda cans and gum wrappers? The way this campus looks influences the way we perform in our classrooms. To get the maximum quality work done, we need clean and sanitary workspaces.*

*In conclusion, picking up any trash around school will be beneficial to everybody, especially us. If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away. There's no reason why our campus needs to be anything other than attractive. With everyone's help, it can be attractive and provide a better learning atmosphere.*

In this response, the writer addresses all parts of the persuasive writing task: stating a position about the importance of cleaning up trash, defending the position with evidence, and anticipating the reader's concerns. The first paragraph gives the writer's position ("trash on our school grounds must be picked up") and then gives two reasons that picking up trash is important ("to beautify our campus and make our school a healthier place to learn"). These two ideas become the focus for the rest of the essay.

The writer uses the questions that open each of the next two paragraphs to anticipate objections to cleaning up trash, thereby addressing the reader's potential concerns. The second paragraph provides several images to support the argument that a more attractive campus would provide specific benefits (e.g., "We don't want our mascot to become a rat or a pig in their [rival schools'] eyes"). Although the third paragraph provides little detail about the health aspect of the argument, it does use specific details to develop the concept that a clean environment is conducive to learning. The essay provides a strong conclusion that not only restates the writer's position but also extends the argument with a call to action: "If you see a piece of paper blowin around, stop it with your foot and bend down, pick it up, then throw it away".

The essay demonstrates the control of organization that is required for a 4-point paper, and the stated position is developed with details. Although there is a misplaced modifier ("To be more attractive, trash . . ."), and a few additional errors in conventions, overall the writer demonstrates the control of conventions. The essay also uses a variety of sentence types and precise, descriptive language. Overall, this essay is a sample of a 4-point response.

## California High School Exit Examination

**RESPONSE TO WRITING PROMPT**

## 3

Score Point 3  
Student Response

## Commentary

*Nobody would like it if people stopped picking up trash and let our school become filled with trash. It is very important to keep our school clean to provide an appropriate learning environment. If everyone would help out our school would look more attractive.*

*A clean school campus would offer a nicer and appropriate learning environment. A dirty school makes it harder to concentrate on school work. If trash covered the campus students might be looking out classroom windows for what awaits them after class and wondering why someone is not cleaning it up. A clean school would help the students concentrate so grades might raise not only making the school look better on the outside but academically as well.*

*No one enjoys being in a dirty environment. Before school, snack, lunch, and after school would be much less enjoy-able to both the students and faculty if our campus was dirty. People do not like eating in trash filled lunch areas and so there would be more students leaving school permitted or not for lunch. Basically, students and teachers would not be able to stand being in a dirty environment during school hours.*

*In conclusion living environments are kept clean and so it is equally important to keep learning environments clean as well. Both the students and faculty spend large portions of their days here so to make school a little better and more attractive our school needs to be kept clean. It would be easy if everyone just did their part.*

In this response to the writing prompt, the writer begins with a paragraph that states three positions about picking up trash—that “Nobody would like” a school “filled with trash,” that a clean school provides “an appropriate learning environment,” and that a clean school would “look more attractive.” The paragraphs that follow discuss each of these ideas.

The second paragraph of the essay focuses on the learning environment, explaining that students can concentrate better if there is no trash on campus. The third paragraph addresses the idea that “no one enjoys being in a dirty environment.” The final paragraph restates the idea that the school could look more attractive if everyone helped.

In general, the paper defends the three positions with some details and examples, but the development is not as thoughtful or thorough as that in a 4-point paper. In the third paragraph, for example, each sentence restates the topic sentence and adds only a few additional details.

The paper addresses readers’ concerns and expectations in a general way by stating that “Nobody would like it if people stopped picking up trash” and “No one enjoys being in a dirty environment,” and thus a general sense of audience is evident throughout the essay.

There are a few errors in the conventions of written English, but they do not interfere with the reader’s understanding. Overall, this essay is an example of a 3-point response to this writing task.



## California High School Exit Examination

**RESPONSE TO WRITING PROMPT**

2

Score Point 2  
Student Response

## Commentary

*The importance of getting rid of garbage on school camps is very important. The importance of getting rid of the garbage is making are school look nice, giving less work for the teachers and janitors to do. Another reason it is important because if I don't look oke people are going to think that it isn't a good school.*

*I think that this a good subject to write on because the trash on school campus is terrible. School campuses have alot of garbage because people don't care about throwing there trash away. But people need to think more reasonsivly because they are destroying the earth if they do not pick up there garbage. So people from now on when you have garbage don't throw it on the ground throw it in the garbage can.*

*Another reason it is important for people not to litter because this where we live and we don't need to destroy where we live. Pluse what would other people come to our school meaning the district office people think of us if we just left our trash all over the ground that would make us look bad.*

In this response to the writing prompt, the writer begins by stating three reasons that picking up trash is important: "makeing are school look nice," "giving less work for the teachers and janitors to do," and preventing people from thinking "that it isn't a good school."

Although the paper states these positions with some authority, it fails to support them in the paragraphs that follow. The second paragraph focuses on a new, although related, topic, that people should pick up their trash to avoid destroying the earth. The third paragraph moves from the idea that trash destroys the earth to the idea that it destroys "where we live." This paragraph also contains an attempt to develop the third position in the opening paragraph, that having trash around suggests that this isn't a good school: "if we just left our trash all over the ground that would make us look bad."

This essay provides little or no support for its thesis, shows little control over organization, and demonstrates an inconsistent tone and focus. It also fails to anticipate readers' concerns. These factors, in addition to the lack of control over the conventions of written English, particularly spelling, make this essay an example of a 2-point response.

## California High School Exit Examination

**RESPONSE TO WRITING PROMPT**

1

**Score Point 1  
Student Response**

*It would be a good idea to clean up our envirement, maybe if there was more trash cans well you could make our schlool cleaner if just everybody picked up on thing our schlool would not be 3/4ths clean that's how bad our mess has gotten to who wants to attend a school that's now for the trash and ants and roaches etc. No one does that's why we should clean our school & our great reward in the end a clean & safe and healthy envirement and school.*

**Commentary**

In this response to the writing prompt, the writer begins with the position that cleaning up the environment is a good idea. This statement is followed by two suggestions—that there could be more trash cans and that everyone should help pick up trash. Another topic which is a description of the extent of the trash problem at school, and then the final sentence of the response reaffirms that cleaning up trash will have beneficial results.

This response offers several ideas related to the topic but fails to support these ideas with details or examples. In addition, the response lacks consistency of focus and fails to demonstrate a control of organization. The serious errors in the conventions of written English, particularly in sentence boundaries, interfere with the reader's understanding of the essay and result in a score of 1.



## California High School Exit Examination

**SCORING GUIDE****Response to Literary/Expository Text**

## Scoring Guide

**4 The response—**

- demonstrates a *thoughtful*, comprehensive grasp of the text.
- accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
- demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions\* of the English language. (Errors are generally first-draft in nature.)

*Response to informational passages:*

- *thoughtfully* anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

*Response to literary passages:*

- clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

**3 The response—**

- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
- demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions\* of the English language. (Errors do not interfere with the reader's understanding of the essay.)

*Response to informational passages:*

- anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

*Response to literary passages:*

- demonstrates an awareness of the author's use of literary and/or stylistic devices.

**2 The response—**

- demonstrates a *limited* grasp of the text.
- provides *few, if any*, textual details and examples to support the thesis and main ideas.
- demonstrates *limited, or no* understanding of the ambiguities, nuances, and complexities of the text.
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- may contain *several errors* in the conventions\* of the English language. (Errors may interfere with the reader's understanding of the essay.)

*Response to informational passages:*

- *may* address the reader's potential misunderstandings, biases, and expectations, but in a limited manner.

*Response to literary passages:*

- *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.

**1 The response—**

- demonstrates *minimal* grasp of the text.
- may provide **no** textual details and examples to support the thesis and main ideas.
- may demonstrate **no** understanding of the ambiguities, nuances, and complexities of the text.
- may provide **no** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions\* of the English language. (Errors interfere with the reader's understanding of the essay.)

*Response to informational passages:*

- does **not** address the reader's potential misunderstandings, biases, and expectations.

*Response to literary passages:*

- does **not** demonstrate awareness of the author's use of literary and/or stylistic devices.

**non-scorable:** The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

\* *Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.*

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.

## California High School Exit Examination

**SCORING GUIDE****Response to Writing Prompt**  
Scoring Guide**4 The essay—**

- provides a *meaningful* thesis that is responsive to the writing task.
- *thoroughly* supports the thesis and main ideas with *specific* details and examples.
- demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- demonstrates a *clear* sense of audience.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions\* of the English language. (Errors are generally first-draft in nature.)

*A Persuasive Composition:*

- states and maintains a position, *authoritatively* defends that position with precise and relevant evidence, and *convincingly* addresses the reader's concerns, biases, and expectations.

**3 The essay—**

- provides a thesis that is responsive to the writing task.
- supports the thesis and main ideas with details and examples.
- demonstrates a consistent tone and focus; and illustrates a control of organization.
- demonstrates a *general* sense of audience.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions\* of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)

*A Persuasive Composition:*

- states and maintains a position, *generally* defends that position with precise and relevant evidence, and addresses the reader's concerns, biases, and expectations.

**2 The essay—**

- provides a thesis or main idea that is related to the writing task.
- supports the thesis or main idea(s) with *limited* details and/or examples.
- demonstrates an *inconsistent* tone and focus; and illustrates *little, if any* control of organization.
- demonstrates *little* or **no** sense of audience.
- provides *few, if any*, types of sentence types, and *basic, predictable* language.
- may contain *several errors* in the conventions\* of the English language. (Errors **may** interfere with the reader's understanding of the essay.)

*A Persuasive Composition:*

- defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.

**1 The essay—**

- *may* provide a *weak* thesis or main idea that is related to the writing task.
- *fails* to support the thesis or main ideas with details and/or examples.
- demonstrates a *lack of* tone and focus; and illustrates **no** control of organization.
- may demonstrate **no** sense of audience.
- may provide **no** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions\* of the English language. (Errors interfere with the reader's understanding of the essay.)

*A Persuasive Composition:*

- *fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.

**non-scorable:** The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

\* *Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.*

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.

## Notes

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